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ABSTRACT

This program guide identifies primary considerations in the organization, operation, and evaluation of a patient care assistant program. An occupational description and program content are presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, information on safety, and suggested equipment and supplies. The section on implementation considers student learning guides, student organization participation, and a sample student code of ethics statement. A section on professional considerations lists certification coverage for patient care assistant and professional organizations and support services. The final section lists the following instructional resources: information on a test item bank, sources of print and audiovisual materials and software, instructor-recommended materials, and Florida Educational Information Service services. A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

ED359348

FLORIDA VOCATIONAL PROGRAM GUIDE FOR

PATIENT CARE ASSISTANT

U.S. DEPARTMENT OF EDUCATION
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Betty Castor, Commissioner

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College of Education
Florida State University

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FLORIDA VOCATIONAL PROGRAM GUIDE FOR

PATIENT CARE ASSISTANT

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Program and Staff Development

July 1991

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INTRODUCTION

The *Florida Vocational Program Guide for Patient Care Assistant* has been developed to provide information that will be useful to local administrators, regional coordinating councils, teachers, and others charged with the responsibility of offering vocational education training in Health Occupations in school districts, area vocational centers, and community colleges. The final planning, implementation, and evaluation of any educational program, however, must be done within the context of local conditions and local needs.

Many of the elements involved in the creation and maintenance of a vocational education program are generic to all subject areas; these issues are addressed in detail in the *Florida Vocational Program Implementation Guide (FVPIG)*, **which should be considered an essential companion piece to this document.** The *FVPIG* contains information on the following:

- the importance of, as well as development strategies for, student learning guides
- information addressing concerns about program planning and implementation
- teacher requirements, updating, and certification
- program-evaluation requirements
- in-depth program-component description.

This *Florida Vocational Program Guide for Patient Care Assistant* will serve to identify particular considerations in the organization, operation, and evaluation of these specific vocational education programs.

This program guide will help ensure program equivalency. Patient Care Assistant programs, if implemented throughout Florida according to the criteria described in this document, will help many citizens fill important roles in our state and national work force.

PROGRAM CONTENT AND STRUCTURE

The content of the Patient Care Assistant program is based on occupational competencies and employability skills required for entry into the patient-care-assistant, nursing-assistant, or home-health-aide occupations. These programs are described in the Florida Curriculum Frameworks and Student Performance Standards (SPSs) on the following pages. (Because the Patient Care Assistant program is closely related to or builds upon some of the skills of the Nursing Assistant and Home Health Aide programs, the instructor committee has suggested that the Curriculum Frameworks and Student Performance Standards of all three programs be included here.)

Job Titles and Descriptions

Job Title: Patient Care Assistant

Description: Patient-care assistants are employed in hospitals, nursing homes, or private homes. Their tasks include providing for the physical comfort and safety of patients, providing or assisting patients with personal care, performing general nursing procedures, providing care for geriatric patients, assisting with restorative activities, and performing home health-care services.

Job Title: Nursing Assistant

Description: Nursing assistants are employed primarily in nursing homes. They are trained to provide for the physical comfort and safety of clients, provide or assist patients with personal care, perform general nursing procedures, provide special care for geriatric patients, and assist with restorative activities.

Job Title: Home Health Aide

Description: Home health aides are employed primarily in private homes. They are trained to perform tasks related to emergency care, physical comfort and safety, nursing procedures, nutrition, care for geriatric patients, restorative activities, and home health-care services.

Curriculum Frameworks and Student Performance Standards

Program objectives and content should be consistent with the Vocational Education Program Courses Standards as approved by the Florida State Board of Education. Provided on the following pages are the Curriculum Frameworks and Student Performance Standards for three programs: Patient Care Assistant, Nursing Assistant, and Home Health Aide. These are also provided in the official *Vocational Education Program Courses Standards* document. Since these SPSs are continually updated, you should check every year with your district health occupations supervisor for a current version.

CURRICULUM FRAMEWORK

FLORIDA DEPARTMENT OF EDUCATION

PROGRAM AREA: Health Occupations

EFFECTIVE DATE: July 1991

PROGRAM TITLE: Patient Care Assistant

CODE NUMBER: Secondary 8418200 Postsecondary HCP0600

Florida CIP 0317.069902

SECONDARY SCHOOL CREDITS 2 COLLEGE CREDITS __ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): __7-9 ___9-12 X Postsecondary Adult Vocational

__ Postsecondary Vocational X Other 11-12, 30-31

CERTIFICATION COVERAGE: PRAC NURSE 7 NURSING ED @5

I. **Major Concepts/Content.** The program is designed to prepare students for employment as health-care technicians (70060400), patient-care assistants, or patient-care technicians or to provide supplemental training for persons previously or currently employed in any of these occupations. This program offers a broad foundation of knowledge and skills, expanding the traditional role of the nursing assistant. Upon completion, the graduate will be prepared to care for patients in hospitals, nursing homes, home health agencies, or private homes. This program is designed to prepare the graduate to function within the changing health-care industry.

Successful completion of the program qualifies the student to take the certification examination for nursing assistant. Such certification is required for employment in a nursing home, in accordance with Chapter 82-163, Florida Statutes.

This program also meets the requirements of home health aide, as stated in the rules of the Department of Health and Rehabilitative Services, Division of Health, Chapter 10D-68 - Minimum Standards for Home Health Agencies.

The program content includes, but is not limited to, the study of interpersonal skills, medical terminology, legal and ethical responsibilities, safe and efficient work practices, recording skills, basic patient care, the life span (including gerontology), nutrition, health, and safety, including cardiopulmonary resuscitation (CPR)--heart-saver level, and employability skills.

Listed below are the courses that this program comprises when offered at the secondary level.

8418210 Patient Care Assistant 1
8418220 Patient Care Assistant 2

II. **Laboratory/Clinical Activities.** Students will perform nursing skills in a clinical setting for approximately one-half of the program, under the supervision of a qualified registered-nurse instructor.

Clinical learning experiences must correlate with didactic instructional and laboratory experiences.

For nursing-assistant certification, clinical learning experiences must be obtained in a licensed nursing home.

III. **Special Note.** Those students who have completed the approved Nursing Assistant program may enter this program with advanced standing.

The Health Occupations Students of America, Inc., is an appropriate vocational student organization for providing leadership-training experiences and reinforcing specific vocational skills. When provided, these activities are considered an integral part of the curriculum.

The cooperative method of instruction may be used for this program. Whenever the cooperative method is offered, the following are required for each student: (1) a training plan, signed by the student, the teacher, and the employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and (2) a workstation with appropriate equipment, where relevant skills and tasks can be performed. The student must receive compensation for work performed.

If this program is offered for 450 hours or more, in accordance with Section 233.0695, F.S., the minimum basic-skills grade levels required for this postsecondary adult vocational program are 8.0 for Mathematics and 8.0 for Language. These grade-level numbers correspond to grade-equivalent scores obtained on state-designated basic-skills examinations.

The typical length of this program for the average-achieving student is 300 hours.

The particular outcomes and SPSs that a handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP).

Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

Completion of this program should enable the postsecondary student to be given advanced standing in the Practical Nursing program PRN0990.

IV. **Intended Outcomes.** After successfully completing this program, the student will be able to:

01. Demonstrate applications of basic math skills.
02. Demonstrate basic competencies in science.
03. Use verbal and written communication.
04. Demonstrate legal and ethical responsibilities.
05. Provide emergency care.
06. Describe the anatomy and physiology of the human body.
07. Perform physical-comfort and safety functions.
08. Provide personal patient care.
09. Perform nursing procedures.
10. Apply the principles of nutrition.
11. Provide care for geriatric patients.
12. Apply the principles of infection control.
13. Provide biological, psychological, and social support.
14. Perform supervised management functions, following the patient plan of care.
15. Assist with restorative (rehabilitative) activities.
16. Perform home health-care services.
17. Demonstrate employability skills.
18. Demonstrate knowledge of the immune-deficiency disease AIDS.

STUDENT PERFORMANCE STANDARDS | EFFECTIVE DATE: July 1991

PROGRAM AREA: Health Occupations | SECONDARY NUMBER: 8418200

PROGRAM TITLE: Patient Care Assistant | POSTSECONDARY NUMBER: HCP0600

01.0 DEMONSTRATE APPLICATIONS OF BASIC MATH SKILLS--The student will be able to:

- 01.01 Draw, read, analyze, and report on graphs, charts, and tables.
- 01.02 Measure time, temperature, distance, capacity, and mass/weight.
- 01.03 Use measurements in both traditional and metric units.
- 01.04 Make estimates and judge the reasonableness of the result.

02.0 DEMONSTRATE BASIC COMPETENCIES IN SCIENCE--The student will be able to:

- 02.01 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solutions of such questions.
- 02.02 Organize and communicate the results obtained by observation and experimentation.
- 02.03 Evaluate and draw conclusions.

03.0 USE VERBAL AND WRITTEN COMMUNICATION--The student will be able to:

- 03.01 Distinguish between factual reports and personal opinion.
- 03.02 Identify and use various forms of communication.
- 03.03 Identify barriers to communication.
- 03.04 Use basic medical terminology and approved abbreviations.
- 03.05 Demonstrate effective interpersonal relationships.
- 03.06 Receive and give oral reports of a patient's status.
- 03.07 Report and record objective, pertinent observations in written or oral form.
- 03.08 Maintain current documentation.
- 03.09 Obtain specified data from patient and family.
- 03.10 Utilize verbal and written information to assist with the patient's plan of care.
- 03.11 Demonstrate basic computer skills.
- 03.12 Communicate effectively via telephone (e.g., take messages, give appropriate information, and transfer calls).

04.0 DEMONSTRATE LEGAL AND ETHICAL RESPONSIBILITIES--The student will be able to:

- 04.01 Demonstrate legal and ethical behavior within the role and scope of patient-care responsibilities.

04.02 Identify the role of each health-care team member.
04.03 Explain the patient's "Bill of Rights."
04.04 Maintain confidentiality of patient information.
04.05 Describe the purpose of the chain of command (i.e., to resolve patient or employee problems).
04.06 Follow policies and procedures affecting the health, safety, and well-being of patients.
04.07 Recognize and report signs and symptoms of abuse and neglect.
04.08 Recognize and report signs of substance abuse.
04.09 Follow legal guidelines in charting.
04.10 Exhibit behavior supporting and promoting residents' rights.

05.0 PROVIDE EMERGENCY CARE--The student will be able to:

05.01 Perform emergency measures, including CPR (heart-saver level) and the management of an obstructed airway.
05.02 Identify emergency evacuation procedures.

06.0 DESCRIBE THE ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY--The student will be able to:

06.01 Describe the basic structure and function of body systems.
06.02 Describe the relationships of body systems in providing patient care.

07.0 PERFORM PHYSICAL-COMFORT AND SAFETY FUNCTIONS--The student will be able to:

07.01 Care for equipment and supplies.
07.02 Maintain patient units.
07.03 Maintain service areas on the units.
07.04 Observe and report a patient's behavior daily, including mental awareness.
07.05 Adjust bed and siderails.
07.06 Lift, hold, or transfer a patient, using good body mechanics.
07.07 Transfer a patient, using mechanical lifters.
07.08 Transfer a patient to a stretcher.
07.09 Turn and position a patient.
07.10 Apply protective devices as directed (e.g., vest and belt).
07.11 Apply comfort devices as directed (e.g., footboard, overbed cradle, alternating pressure mattress).
07.12 Assist a patient with dangling.
07.13 Assist a patient in ambulation, including the use of a crutch, cane, or walker.
07.14 Assist a patient in using a wheelchair.
07.15 Assist a patient with the care and use of prosthetic/orthotic devices.
07.16 Administer a back rub.

08.0 PROVIDE PERSONAL PATIENT CARE--The student will be able to:

08.01 Give a bed bath.
08.02 Assist with a shower or tub bath, including the use of specialty tubs.
08.03 Assist a patient with sink, tub, shower, or bed shampoo.
08.04 Shave a patient.
08.05 Groom a patient, including hair, skin, foot, and nail care.
08.06 Assist with and/or administer oral hygiene.
08.07 Assist a patient with toileting.
08.08 Assist a patient with dressing.
08.09 Assist a patient with meals.
08.10 Provide bowel and bladder training.
08.11 Give perineal care.

09.0 PERFORM NURSING PROCEDURES--The student will be able to:

09.01 Admit a patient.
09.02 Transfer a patient.
09.03 Discharge a patient.
09.04 Make an unoccupied/occupied bed.
09.05 Make a surgical bed.
09.06 Measure and record a patient's pulse and respiration.
09.07 Measure and record a patient's blood pressure.
09.08 Measure and record a patient's temperature.
09.09 Measure and record a patient's height and weight.
09.10 Assist a patient in passive range-of-motion exercises.
09.11 Apply an anti-embolic hose.
09.12 Collect, strain, and/or test a routine urine specimen.
09.13 Collect a timed urine specimen.
09.14 Monitor a catheter drainage system.
09.15 Collect a clean-catch (midstream-voided) urine specimen.
09.16 Monitor fluid intake and output (I&O).
09.17 Observe, record, and report a patient's emesis.
09.18 Prepare hot and cold applications, and assist the nurse in applying them.
09.19 Assist a patient with a sitz bath.
09.20 Monitor and assist with the care of catheters.
09.21 Assist a patient with applying binders.
09.22 Care for a patient in skin and skeletal traction.
09.23 Reinforce dressings.
09.24 Assist with ostomy care.
09.25 Collect a stool specimen.
09.26 Perform postmortem care.
09.27 Maintain a patient-belongings list.
09.28 Administer a prepackaged enema of five ounces or less.
09.29 Care for patients with nasal, gastrostomy, and/or intravenous tubes.
09.30 Assist with preoperative and postoperative patient care.

10.0 APPLY THE PRINCIPLES OF NUTRITION--The student will be able to:

10.01 Identify nutrients and food groups.
10.02 Explain regional, cultural, and religious food preferences.
10.03 Describe special diets.
10.04 List factors that must be considered when purchasing food.
10.05 Prepare a basic food plan.
10.06 List factors that must be considered when storing food.
10.07 Check a patient's diet tray for accuracy.
10.08 Identify methods of maintaining fluid balance.

11.0 PROVIDE CARE FOR GERIATRIC PATIENTS--The student will be able to:

11.01 Identify safety principles as related to the elderly.
11.02 Describe general characteristics, particular needs, and problems of the elderly.
11.03 Identify attitudes and living habits that promote positive mental and physical health for the elderly.
11.04 Distinguish between fact and fallacy about the aging process.
11.05 Identify community resources and services available to the elderly.
11.06 Apply Reality Orientation Techniques and Validation Therapy.
11.07 Provide and involve patients in diversional activities.
11.08 Identify common alterations in elderly patient behavior.
11.09 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions).

12.0 APPLY THE PRINCIPLES OF INFECTION CONTROL--The student will be able to:

12.01 Wash hands.
12.02 Provide care for patients with infectious diseases.
12.03 Identify the public education needed to combat the spread of sexually transmitted diseases.
12.04 Practice Universal Precautions according to the Centers for Disease Control (CDC) guidelines.
12.05 Set up an isolation unit.
12.06 Follow isolation procedures with food tray, garments, and other materials.
12.07 Collect a specimen from a patient in isolation.

13.0 PROVIDE BIOLOGICAL, PSYCHOLOGICAL, AND SOCIAL SUPPORT--The student will be able to:

13.01 Identify basic human needs.
13.02 Discuss family roles and their significance to health.
13.03 List community resources for individual and family health.
13.04 Identify components of the grief process.
13.05 Respond to patient and family emotional needs.

14.0 PERFORM SUPERVISED MANAGEMENT FUNCTIONS, FOLLOWING THE PATIENT PLAN OF CARE--The student will be able to:

14.01 Organize patient-care assignments.
14.02 Complete assignments accurately and in a timely manner.

15.0 ASSIST WITH RESTORATIVE (REHABILITATIVE) ACTIVITIES--The student will be able to:

15.01 List the purposes of restorative (rehabilitation) programs.
15.02 Assist a patient with specified restorative (rehabilitation) needs.
15.03 Assist patients/residents in reaching the optimum level of independence.

16.0 PERFORM HOME HEALTH-CARE SERVICE--The student will be able to:

16.01 Follow an established work plan with the patient and family.
16.02 Perform patient-related cleaning tasks and laundry.
16.03 Identify methods for medication storage.
16.04 Assist a patient with taking self-administered prescribed medication in the home.

17.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

17.01 Conduct a job search.
17.02 Secure information about a job.
17.03 Identify documents that may be required for a job application.
17.04 Complete a job application.
17.05 Demonstrate competence in job-interview techniques.
17.06 Identify or demonstrate appropriate responses to criticism from an employer, supervisor, or other person.
17.07 Identify acceptable work habits.
17.08 Demonstrate knowledge of how to make job changes appropriately.
17.09 Demonstrate acceptable employee health habits.

18.0 DEMONSTRATE KNOWLEDGE OF THE IMMUNE-DEFICIENCY DISEASE AIDS--The student will be able to:

18.01 Distinguish between fact and fallacy about the transmission and treatment of immune-deficiency diseases.
18.02 Identify community resources and services available to the victims of the immune-deficiency disease AIDS.
18.03 Identify risky behaviors that promote the spread of AIDS and the public education needed to combat its spread.
18.04 Follow the Centers for Disease Control guidelines to prevent the spread of AIDS.
18.05 Identify the legal aspects of AIDS.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July 1991

PROGRAM AREA: Health Occupations COURSE CREDIT: 8418200

PROGRAM TITLE: Patient Care Assistant PROGRAM NUMBER: 8418200

COURSE TITLE: Patient Care Assistant I COURSE NUMBER: 8418210

COURSE DESCRIPTION:

This course is designed to provide nursing-assistant, home-health-aide, and gerontology-aide students with job-related competencies such as communication skills, legal and ethical behavior, employability skills, and knowledge of the functions, interrelatedness, and needs of the human-body systems. Patient-care activities of daily living, health, and hygiene are provided for all age groupings, with particular emphasis on gerontology. Clinical experiences are provided under the direct supervision of the teacher, in licensed nursing homes, hospitals, and home-health agencies. Written contractual agreements are required for each agency. Patient and worker safety is stressed.

01.0 DEMONSTRATE APPLICATIONS OF BASIC MATH SKILLS--The student will be able to:

- 01.01 Draw, read, analyze, and report on graphs, charts, and tables.
- 01.02 Measure time, temperature, distance, capacity, and mass/weight.
- 01.03 Make and use measurements in both traditional and metric units.
- 01.04 Make estimates and judge the reasonableness of the result.

02.0 DEMONSTRATE BASIC COMPETENCIES IN SCIENCE--The student will be able to:

- 02.01 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solutions of such questions.
- 02.02 Organize and communicate the results obtained by observation and experimentation.
- 02.03 Evaluate and draw conclusions.

03.0 USE VERBAL AND WRITTEN COMMUNICATION--The student will be able to:

- 03.01 Distinguish between factual reports and personal opinion.
- 03.02 Identify and use various forms of communication.
- 03.03 Identify barriers to communication.
- 03.04 Use basic medical terminology and approved abbreviations.
- 03.05 Demonstrate effective interpersonal relationships.
- 03.06 Receive and give oral reports of a patient's status.
- 03.07 Report and record objective, pertinent observations in written or oral form.

03.08 Maintain current documentation.
03.09 Obtain specified data from patient and family.
03.10 Utilize verbal and written information to assist with the patient's plan of care.
03.11 Demonstrate basic computer skills.
03.12 Communicate effectively via telephone (e.g., take messages, give appropriate information, and transfer calls).

04.0 DEMONSTRATE LEGAL AND ETHICAL RESPONSIBILITIES--The student will be able to:

04.01 Demonstrate legal and ethical behavior within the role and scope of patient-care-assistant responsibilities.
04.02 Identify the role of each health-care team member.
04.03 Explain the patient's "Bill of Rights."
04.04 Maintain confidentiality of patient information.
04.05 Describe the purpose of the chain of command (i.e., to resolve patient or employee problems).
04.06 Follow policies and procedures affecting the health, safety, and well-being of patients.
04.07 Recognize and report signs and symptoms of abuse and neglect.
04.08 Recognize and report signs of substance abuse.
04.09 Follow legal guidelines in charting.
04.10 Exhibit behavior supporting and promoting residents' rights.

05.0 PROVIDE EMERGENCY CARE--The student will be able to:

05.01 Perform emergency measures, including CPR (heart-saver level) and the management of an obstructed airway.
05.02 Identify emergency evacuation procedures.

06.0 DESCRIBE THE ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY--The student will be able to:

06.01 Describe the basic structure and function of body systems.
06.02 Describe the relationships of body systems in providing patient care.

07.0 PERFORM PHYSICAL-COMFORT AND SAFETY FUNCTIONS--The student will be able to:

07.01 Care for equipment and supplies.
07.02 Maintain patient units.
07.03 Maintain service areas on the units.
07.04 Observe and report a patient's behavior daily, including mental awareness.
07.05 Adjust bed and siderails.
07.06 Lift, hold, or transfer a patient, using good body mechanics.
07.07 Transfer a patient, using mechanical lifters.

07.08 Transfer a patient to a stretcher.
07.09 Turn and position a patient.
07.10 Apply protective devices as directed (e.g., vest, and belt).
07.11 Apply comfort devices as directed (e.g., footboard, overbed cradle, alternating pressure mattress).
07.12 Assist a patient with dangling.
07.13 Assist a patient in ambulation, including the use of a crutch, cane, or walker.
07.14 Assist a patient in using a wheelchair.
07.15 Assist a patient with the care and use of prosthetic/orthotic devices.
07.16 Administer a back rub.

10.0 APPLY THE PRINCIPLES OF NUTRITION--The student will be able to:

10.01 Identify nutrients and food groups.
10.02 Explain regional, cultural, and religious food preferences.
10.03 Describe special diets.
10.04 List factors that must be considered when purchasing food.
10.05 Prepare a basic food plan.
10.06 List factors that must be considered when storing food.
10.07 Check a patient's diet tray for accuracy.
10.08 Identify methods of maintaining fluid balance.

11.0 PROVIDE CARE FOR GERIATRIC PATIENTS--The student will be able to:

11.01 Identify safety principles as related to the elderly.
11.02 Describe general characteristics, particular needs, and problems of the elderly.
11.03 Identify attitudes and living habits that promote positive mental and physical health for the elderly.
11.04 Distinguish between fact and fallacy about the aging process.
11.05 Identify community resources and services available to the elderly.
11.06 Apply Reality Orientation Techniques and Validation Therapy.
11.07 Provide and involve patients in diversional activities.
11.08 Identify common alterations in elderly patient behavior.
11.09 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions).

13.0 PROVIDE BIOLOGICAL, PSYCHOLOGICAL, AND SOCIAL SUPPORT--The student will be able to:

13.01 Identify basic human needs.
13.02 Discuss family roles and their significance to health.
13.03 List community resources for individual and family health.
13.04 Identify components of the grief process.
13.05 Respond to patient and family emotional needs.

18.0 DEMONSTRATE KNOWLEDGE OF THE IMMUNE-DEFICIENCY DISEASE AIDS--
The student will be able to:

18.01 Distinguish between fact and fallacy about the transmission and treatment of immune-deficiency diseases.
18.02 Identify community resources and services available to the victims of the immune-deficiency disease AIDS.
18.03 Identify risky behaviors that promote the spread of AIDS and the public education needed to combat its spread.
18.04 Follow the Centers for Disease Control guidelines to prevent the spread of AIDS.
18.05 Identify the legal aspects of AIDS.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July 1991

PROGRAM AREA: Health Occupations COURSE CREDIT: 8418200

PROGRAM TITLE: Patient Care Assistant PROGRAM NUMBER: 8418200

COURSE TITLE: Patient Care Assistant 2 COURSE NUMBER: 8418210

COURSE DESCRIPTION:

Clinical experiences are continued. Patient Care Assistant 1 is the prerequisite to this course. Patient-care activities including specified treatments and procedures are provided. Patient safety is taught in relation to all treatments provided. Patient needs for rehabilitation, tender loving care, and well-being are stressed. Employability skills are gained.

08.0 PROVIDE PERSONAL PATIENT CARE--The student will be able to:

- 08.01 Give a bed bath.
- 08.02 Assist with a shower or tub bath, including the use of specialty tubs.
- 08.03 Assist a patient with sink, tub, shower, or bed shampoo.
- 08.04 Shave a patient.
- 08.05 Groom a patient, including hair, skin, foot, and nail care.
- 08.06 Assist with and/or administer oral hygiene.
- 08.07 Assist a patient with toileting.
- 08.08 Assist a patient with dressing.
- 08.09 Assist a patient with meals.
- 08.10 Provide bowel and bladder training.
- 08.11 Give perineal care.

09.0 PERFORM NURSING PROCEDURES--The student will be able to:

- 09.01 Admit a patient.
- 09.02 Transfer a patient.
- 09.03 Discharge a patient.
- 09.04 Make an unoccupied/occupied bed.
- 09.05 Make a surgical bed.
- 09.06 Measure and record a patient's pulse and respiration.
- 09.07 Measure and record a patient's blood pressure.
- 09.08 Measure and record a patient's temperature.
- 09.09 Measure and record a patient's height and weight.
- 09.10 Assist a patient in passive range-of-motion exercises.
- 09.11 Apply an anti-embolic hose.
- 09.12 Collect, strain, and/or test a routine urine specimen.
- 09.13 Collect a timed urine specimen.
- 09.14 Monitor a catheter drainage system.
- 09.15 Collect a clean-catch (midstream voided) urine specimen.

09.16 Monitor fluid intake and output (I&O).
09.17 Observe, record, and report a patient's emesis.
09.18 Prepare hot and cold applications, and assist the nurse in applying them.
09.19 Assist a patient with a sitz bath.
09.20 Monitor and assist with the care of catheters.
09.21 Assist a patient to apply binders.
09.22 Care for a patient in skin and skeletal traction.
09.23 Reinforce dressings.
09.24 Assist with ostomy care.
09.25 Collect a stool specimen.
09.26 Perform postmortem care.
09.27 Maintain a patient-belongings list.
09.28 Administer a prepackaged enema of five ounces or less.
09.29 Care for patients with nasal, gastrostomy, and/or intravenous tubes.
09.30 Assist with preoperative and postoperative patient care.

12.0 APPLY THE PRINCIPLES OF INFECTION CONTROL--The student will be able to:

12.01 Wash hands.
12.02 Provide care for patients with infectious diseases.
12.03 Identify the public education needed to combat the spread of sexually transmitted diseases.
12.04 Practice Universal Precautions according to the Centers for Disease Control guidelines.
12.05 Set up an isolation unit.
12.06 Follow isolation procedures with food tray, garments, and other materials.
12.07 Collect a specimen from a patient in isolation.

14.0 PERFORM SUPERVISED MANAGEMENT FUNCTIONS, FOLLOWING THE PATIENT PLAN OF CARE--The student will be able to:

14.01 Organize patient-care assignments.
14.02 Complete assignments accurately and in a timely manner.

15.0 ASSIST WITH RESTORATIVE (REHABILITATIVE) ACTIVITIES--The student will be able to:

15.01 List the purposes of restorative (rehabilitation) programs.
15.02 Assist a patient with specified restorative (rehabilitation) needs.
15.03 Assist patients/residents in reaching the optimum level of independence.

16.0 PERFORM HOME HEALTH-CARE SERVICE--The student will be able to:

16.01 Follow an established work plan with the patient and family.
16.02 Perform patient-related cleaning tasks and laundry.

16.03 Identify methods for medication storage.
16.04 Assist a patient with taking self-administered prescribed medication in the home.

17.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

17.01 Conduct a job search.
17.02 Secure information about a job.
17.03 Identify documents that may be required for a job application.
17.04 Complete a job application.
17.05 Demonstrate competence in job-interview techniques.
17.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other person.
17.07 Identify acceptable work habits.
17.08 Demonstrate knowledge of how to make job changes appropriately.
17.09 Demonstrate acceptable employee health habits.

CURRICULUM FRAMEWORK

PROGRAM AREA: Health Occupations

FLORIDA DEPARTMENT OF EDUCATION

EFFECTIVE DATE: July 1991

PROGRAM TITLE: Nursing Assistant

CODE NUMBER: Secondary 8418100 Postsecondary HCP0100

Florida CIP 0317.060200

SECONDARY SCHOOL CREDITS 1 COLLEGE CREDITS __ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): __7-9 ___9-12 X Postsecondary Adult Vocational

__ Postsecondary Vocational X Other 11-12, 30-31

CERTIFICATION COVERAGE: NURSING ED @5 PRAC NURSE 7

I. **Major Concepts/Content.** The program is designed to prepare students for employment as nursing assistants/nurse aides (70061010) in nursing homes, or to provide supplemental training for persons previously or currently employed in these occupations. Successful completion of the program from an approved school prepares the student to be certified for employment as a nursing assistant in a nursing home, in accordance with Chapter 82-163, Florida Statutes.

The content includes, but is not limited to, interpersonal skills, medical terminology, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, pet-facilitated therapy, health and safety, including cardiopulmondary resuscitation (CPR)--heart-saver level, and employability skills.

Reinforcement of basic skills in English, mathematics, and science appropriate for job-preparatory programs occurs through vocational classroom instruction and applied laboratory procedures or practice.

II. **Laboratory Activities.** Students will perform nursing skills in clinical and/or simulated laboratory settings under the supervision of a qualified registered-nurse instructor.

Clinical and/or simulated laboratory learning experiences must correlate with didactic instruction.

For nursing-assistant certification, clinical and/or cooperative education learning experiences must be obtained in a licensed nursing home.

III. **Special Note.** The Health Occupations Students of America, Inc., is an appropriate vocational student organization for providing leadership training experiences and reinforcing specific vocational skills. When provided, these activities are considered an integral part of the curriculum.

The cooperative method of instruction may be used for this program. Whenever the cooperative method is offered, a training plan, which includes the instructional objectives, the skills and tasks relevant to the chosen career goal, and any equipment that will be used, is required. The plan is to be signed by the student, the instructor, and the employer. The student must receive compensation for work performed.

This program may be offered for up to 120 hours at the postsecondary adult level, in accordance with the expressed wishes of the nursing-home industry. It is recommended that when the cooperative method of instruction is used, the on-the-job training portion will be offered in addition to the 120 hours. It is recommended that students be checked off as competent in the required skills before receiving the state certificate.

If this program is offered for 450 hours or more, in accordance with Section 233.0695, F.S., minimum basic-skills grade levels required for this postsecondary adult vocational program are 6.0 for Mathematics and 6.0 for Language. These grade-level numbers correspond to grade-equivalent scores obtained on state-designated basic-skills examinations.

The particular outcomes and SPSs that the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered, in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

Completion of this program should enable the postsecondary student to be given advanced standing in the Patient Care Assistant program HCP0600 and Practical Nursing program PRN0990.

IV. **Intended Outcomes.** After successfully completing the program, the student will be able to:

01. Demonstrate applications of basic math skills.
02. Demonstrate basic competencies in science.
03. Use verbal and written communication.
04. Demonstrate legal and ethical responsibilities.
05. Provide emergency care.
06. Describe the anatomy and physiology of the human body.
07. Perform physical-comfort and safety functions.
08. Provide personal patient care.
09. Perform nursing procedures.
10. Apply the principles of nutrition.
11. Provide care for geriatric patients.
12. Apply the principles of infection control.
13. Provide biological, psychological, and social support.
14. Perform supervised management functions, following the patient plan of care.
15. Assist with restorative (rehabilitative) activities.
16. Demonstrate employability skills.
17. Demonstrate knowledge of the immune-deficiency disease AIDS.

STUDENT PERFORMANCE STANDARDS | EFFECTIVE DATE: July 1991

PROGRAM AREA: Health Occupations | SECONDARY NUMBER: 8418100

PROGRAM TITLE: Nursing Assistant | POSTSECONDARY NUMBER: HCP0100

01.0 DEMONSTRATE APPLICATIONS OF BASIC MATH SKILLS--The student will be able to:

- 01.01 Draw, read, analyze, and report on graphs, charts, and tables.
- 01.02 Measure time, temperature, distance, capacity, and mass/weight.
- 01.03 Use measurements in both traditional and metric units.
- 01.04 Make estimates and judge the reasonableness of the result.

02.0 DEMONSTRATE BASIC COMPETENCIES IN SCIENCE--The student will be able to:

- 02.01 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solutions of such questions.
- 02.02 Organize and communicate the results obtained by observation and experimentation.
- 02.03 Evaluate and draw conclusions.

03.0 USE VERBAL AND WRITTEN COMMUNICATION--The student will be able to:

- 03.01 Distinguish between factual reports and personal opinion.
- 03.02 Identify and use various forms of communication.
- 03.03 Identify barriers to communication.
- 03.04 Use basic medical terminology and approved abbreviations.
- 03.05 Demonstrate effective interpersonal relationships.
- 03.06 Receive and give oral reports of a patient's status.
- 03.07 Report and record objective, pertinent observations, in written or oral form.
- 03.08 Maintain current documentation.
- 03.09 Obtain specified data from patient and family.
- 03.10 Utilize verbal and written information to assist with the patient's plan of care.
- 03.11 Demonstrate basic computer skills.
- 03.12 Communicate effectively via telephone (e.g., take messages, give appropriate information, and transfer calls).

04.0 DEMONSTRATE LEGAL AND ETHICAL RESPONSIBILITIES--The student will be able to:

- 04.01 Demonstrate legal and ethical behavior within the role and scope of nursing-assistant responsibilities.

04.02 Identify the role of each health-care team member.
04.03 Explain the patient's "Bill of Rights."
04.04 Maintain confidentiality of patient information.
04.05 Describe the purpose of the chain of command (i.e.,to resolve patient or employee problems).
04.06 Follow policies and procedures affecting the health, safety, and well-being of patients.
04.07 Recognize and report signs and symptoms of abuse and neglect.
04.08 Recognize and report signs of substance abuse.
04.09 Follow legal guidelines in charting.
04.10 Exhibit behavior supporting and promoting residents' rights.

05.0 PROVIDE EMERGENCY CARE--The student will be able to:

05.01 Perform emergency measures, including CPR (heart-saver level) and the management of an obstructed airway.
05.02 Identify emergency evacuation procedures.

06.0 DESCRIBE THE ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY--The student will be able to:

06.01 Describe the basic structure and function of body systems.
06.02 Describe the relationships of body systems in providing patient care.

07.0 PERFORM PHYSICAL-COMFORT AND SAFETY FUNCTIONS--The student will be able to:

07.01 Care for equipment and supplies.
07.02 Maintain patient units.
07.03 Maintain service areas on the units.
07.04 Observe and report the patient's behavior daily, including mental awareness.
07.05 Adjust bed and siderails.
07.06 Lift, hold, or transfer a patient, using good body mechanics.
07.07 Transfer a patient, using mechanical lifters.
07.08 Transfer a patient to a stretcher.
07.09 Turn and position a patient.
07.10 Apply protective devices as directed (e.g., vest and belt).
07.11 Apply comfort devices as directed (e.g., footboard, overbed cradle, alternating pressure mattress).
07.12 Assist a patient with dangling.
07.13 Assist a patient in ambulation, including the use of a crutch, cane, or walker.
07.14 Assist a patient in using a wheelchair.
07.15 Assist a patient with the care and use of prosthetic/orthotic devices.
07.16 Administer a back rub.

08.0 PROVIDE PERSONAL PATIENT CARE--The student will be able to:

08.01 Give a bed bath.
08.02 Assist with a shower or tub bath, including the use of specialty tubs.
08.03 Assist a patient with sink, tub, shower, or bed shampoo.
08.04 Shave a patient.
08.05 Groom a patient, including hair, skin, foot, and nail care.
08.06 Assist with and/or administer oral hygiene.
08.07 Assist a patient with toileting.
08.08 Assist a patient with dressing.
08.09 Assist a patient with meals.
08.10 Provide bowel and bladder training.
08.11 Give perineal care.

09.0 PERFORM NURSING PROCEDURES--The student will be able to:

09.01 Admit a patient.
09.02 Transfer a patient.
09.03 Discharge a patient.
09.04 Make an unoccupied/occupied bed.
09.05 Measure and record a patient's pulse and respiration.
09.06 Measure and record a patient's blood pressure.
09.07 Measure and record a patient's temperature.
09.08 Measure and record a patient's height and weight.
09.09 Assist a patient in passive range-of-motion exercises.
09.10 Apply an anti-embolic hose.
09.11 Collect, strain, and/or test a routine urine specimen.
09.12 Collect a timed urine specimen.
09.13 Monitor a catheter drainage system.
09.14 Collect clean-catch (midstream-voided) urine specimen.
09.15 Monitor fluid intake and output (I&O).
09.16 Observe, record, and report a patient's emesis.
09.17 Assist a patient with a sitz bath.
09.18 Monitor and assist with the care of catheters.
09.19 Assist with ostomy care.
09.20 Collect a stool specimen.
09.21 Perform postmortem care.
09.22 Maintain a patient-belongings list.
09.23 Administer a prepackaged enema of five ounces or less.

10.0 APPLY THE PRINCIPLES OF NUTRITION--The student will be able to:

10.01 Identify nutrients and food groups.
10.02 Explain regional, cultural, and religious food preferences.
10.03 Describe special diets.
10.04 Prepare a basic food plan.
10.05 Check a patient's diet tray for accuracy.
10.06 Identify methods of maintaining fluid balance.

11.0 PROVIDE CARE FOR GERIATRIC PATIENTS--The student will be able to:

11.01 Identify safety principles as related to the elderly.
11.02 Describe the general characteristics, particular needs, and problems of the elderly.
11.03 Identify attitudes and living habits that promote positive mental and physical health for the elderly.
11.04 Distinguish between fact and fallacy about the aging process.
11.05 Identify community resources and services available to the elderly.
11.06 Apply Reality Orientation Techniques and Validation Therapy.
11.07 Provide and involve patients in diversional activities.
11.08 Identify common alterations in elderly patient behavior.
11.09 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions).

12.0 APPLY THE PRINCIPLES OF INFECTION CONTROL--The student will be able to:

12.01 Wash hands.
12.02 Provide care for patients with infectious diseases.
12.03 Practice Universal Precautions according to the Centers for Disease Control guidelines.
12.04 Set up an isolation unit.
12.05 Follow isolation procedures with food tray, garments, and other materials.
12.06 Collect a specimen from a patient in isolation.

13.0 PROVIDE BIOLOGICAL, PSYCHOLOGICAL, AND SOCIAL SUPPORT--The student will be able to:

13.01 Identify basic human needs.
13.02 Discuss family roles and their significance to health.
13.03 List community resources for individual and family health.
13.04 Identify the components of the grief process.
13.05 Respond to patient and family emotional needs.

14.0 PERFORM SUPERVISED MANAGEMENT FUNCTIONS, FOLLOWING THE PATIENT PLAN OF CARE--The student will be able to:

14.01 Organize patient-care assignments.
14.02 Complete assignments accurately and in a timely manner.

15.0 ASSIST WITH RESTORATIVE (REHABILITATIVE) ACTIVITIES--The student will be able to:

15.01 List the purposes of restorative (rehabilitation) programs.
15.02 Assist a patient with specified restorative (rehabilitation) needs.
15.03 Assist patients/residents in reaching the optimum level of independence.

16.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

16.01 Conduct a job search.
16.02 Secure information about a job.
16.03 Identify documents that may be required for a job application.
16.04 Complete a job application.
16.05 Demonstrate competence in job-interview techniques.
16.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
16.07 Identify acceptable work habits.
16.08 Demonstrate knowledge of how to make job changes appropriately.
16.09 Demonstrate acceptable employee health habits.

17.0 DEMONSTRATE KNOWLEDGE OF THE IMMUNE-DEFICIENCY DISEASE AIDS--The student will be able to:

17.01 Distinguish between fact and fallacy about the transmission and treatment of immune-deficiency diseases.
17.02 Identify community resources and services available to the victims of the immune-deficiency disease AIDS.
17.03 Identify risky behaviors that promote the spread of AIDS and the public education needed to combat its spread.
17.04 Follow the Centers for Disease Control guidelines to prevent the spread of AIDS.
17.05 Identify the legal aspects of AIDS.

CURRICULUM FRAMEWORK

PROGRAM AREA: Health Occupations

FLORIDA DEPARTMENT OF EDUCATION

EFFECTIVE DATE: July 1991

PROGRAM TITLE: Home Health Aide

CODE NUMBER: Secondary 8418000 Postsecondary HCP0300

Florida CIP 0317.040400

SECONDARY SCHOOL CREDITS 1 COLLEGE CREDITS __ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): __7-9 ___9-12 X Postsecondary Adult Vocational

__ Postsecondary Vocational X Other 12, 30, 31

CERTIFICATION COVERAGE: NURSING ED @5 PRAC NURSE 7

I. **Major Concepts/Content.** This program is designed to prepare students for employment as home attendants (354.377-014) or home health aides, or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, instruction in those supportive services that are required to provide and maintain bodily and emotional comfort and to assist the patient toward independent living in a safe environment, as stated in rules of the Department of Health and Rehabilitative Services, Division of Health, Chapter 10D-68 - Minimum Standards for Home Health Agencies. Additional content areas to be included are (1) legal and ethical responsibilities; (2) communication skills; (3) basic human needs; (4) a safe, clean, and healthy home environment; (5) the developmental process; (6) nutritional needs; (7) emergency care; (8) personal care; (9) special care and rehabilitation needs of the client; (10) household management; (11) record keeping; (12) pet-facilitated therapy; and (13) employability skills.

Reinforcement of basic skills in English, mathematics, and science appropriate for

job-preparatory programs occurs through vocational classroom instruction and applied laboratory procedures or practice.

II. **Laboratory Activities.** Basic infection control, first aid, cardiopulmonary resuscitation (CPR)--heart-saver level, vital signs, home-care skills and client-care skills are integral parts of this program. Clinical experiences, in which the student may practice, demonstrate, and perform the procedures associated with bedside client care, are an appropriate part of this program.

III. **Special Note:** Administrative Rules, Section 10D 68.014, Home Health Aide, Department of Health and Rehabilitative Services, contain much valuable information for program planning. These rules require that if the home health aide receives training through a vocational school where professional standards have been established in accordance with the State Board of Education, a certificate of successful completion shall be on file with the employer.

The Health Occupations Students of America, Inc., is the appropriate vocational student organization for providing leadership-training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

The cooperative method of instruction may be used for this program. Whenever the cooperative method is offered, a training plan, which includes the instructional objectives, the skills and tasks relevant to the chosen career goal, and any equipment that will be used, is required. The plan is to be signed by the student, the instructor, and the employer.

The typical minimum length of this program for an average-achieving student is 150 hours.

The particular outcomes and SPSs that a handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

IV. **Intended Outcomes.** After successfully completing this program, the student will be able to:

01. Demonstrate applications of basic math skills.
02. Demonstrate basic competencies in science.
03. Use verbal and written communication.
04. Demonstrate legal and ethical responsibilities.
05. Provide emergency care.
06. Describe the anatomy and physiology of the human body.
07. Perform physical-comfort and safety functions.
08. Provide personal patient care.
09. Perform nursing procedures.

10. Apply the principles of nutrition.
11. Provide care for geriatric patients.
12. Apply the principles of infection control.
13. Provide biological, psychological, and social support.
14. Perform supervised management functions, following the patient plan of care.
15. Assist with rehabilitative activities.
16. Perform home health-care services.
17. Demonstrate employability skills.
18. Demonstrate knowledge of the immune-deficiency disease AIDS.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July 1991

PROGRAM AREA: Health Occupations SECONDARY NUMBER: 8418000

PROGRAM TITLE: Home Health Aide POSTSECONDARY NUMBER: HCP0300

01.0 DEMONSTRATE APPLICATIONS OF BASIC MATH SKILLS--The student will be able to:

01.01 Draw, read, analyze, and report on graphs, charts, and tables.
01.02 Measure time, temperature, distance, capacity, and mass/weight.
01.03 Make and use measurements in both traditional and metric units.
01.04 Make estimates and judge the reasonableness of the result.

02.0 DEMONSTRATE BASIC COMPETENCIES IN SCIENCE--The student will be able to:

02.01 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solutions of such questions.
02.02 Organize and communicate the results obtained by observation and experimentation.
02.03 Evaluate and draw conclusions.

03.0 USE VERBAL AND WRITTEN COMMUNICATION--The student will be able to:

03.01 Distinguish between factual reports and personal opinion.
03.02 Identify and use various forms of communication.
03.03 Identify barriers to communication.
03.04 Use basic medical terminology and approved abbreviations.
03.05 Demonstrate effective interpersonal relationships.
03.06 Receive and give oral reports of a patient's status.
03.07 Report and record objective, pertinent observations in written or oral form.
03.08 Maintain current documentation.
03.09 Obtain specified data from patient and family.
03.10 Utilize verbal and written information to assist with the patient's plan of care.
03.11 Communicate effectively via telephone (e.g., take messages, give appropriate information, and transfer calls).

04.0 DEMONSTRATE LEGAL AND ETHICAL RESPONSIBILITIES--The student will be able to:

04.01 Demonstrate legal and ethical behavior within the role and scope of home-health-aide responsibilities.
04.02 Identify the role of each health-care team member.

04.03 Explain the patient's "Bill of Rights."
04.04 Maintain confidentiality of patient information.
04.05 Describe the purpose of the chain of command (i.e., to resolve patient or employee problems).
04.06 Follow policies and procedures affecting the health, safety, and well-being of patients.
04.07 Recognize and report signs and symptoms of abuse and neglect.
04.08 Recognize and report signs of substance abuse.
04.09 Follow legal guidelines in charting.
04.10 Exhibit behavior supporting and promoting residents' rights.

05.0 PROVIDE EMERGENCY CARE--The student will be able to:

05.01 Perform emergency measures, including CPR (heart-saver level) and the management of an obstructed airway.
05.02 Identify emergency evacuation procedures.

06.0 DESCRIBE THE ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY--The student will be able to:

06.01 Describe the basic structure and function of body systems.
06.02 Describe the relationships of body systems in providing patient care.

07.0 PERFORM PHYSICAL-COMFORT AND SAFETY FUNCTIONS--The student will be able to:

07.01 Care for equipment and supplies.
07.02 Maintain patient units.
07.03 Observe and report a patient's behavior daily, including mental awareness.
07.04 Adjust bed and siderails.
07.05 Lift, hold, or transfer a patient, using good body mechanics.
07.06 Transfer a patient, using mechanical lifters.
07.07 Turn and position a patient.
07.08 Apply protective devices as directed (e.g., vest or belt).
07.09 Apply comfort devices as directed (e.g., footboard, overbed cradle, alternating pressure mattress).
07.10 Assist a patient with dangling.
07.11 Assist a patient in ambulation, including the use of a crutch, cane, or walker.
07.12 Assist a patient in using a wheelchair.
07.13 Assist a patient with the care and use of prosthetic/orthotic devices.
07.14 Administer a back rub.

08.0 PROVIDE PERSONAL PATIENT CARE--The student will be able to:

08.01 Give a bed bath.
08.02 Assist with a shower or tub bath, including the use of specialty tubs.

08.03 Assist a patient with sink, tub, shower, or bed shampoo.
08.04 Shave a patient.
08.05 Groom a patient, including hair, skin, foot, and nail care.
08.06 Assist with and/or administer oral hygiene.
08.07 Assist a patient with toileting.
08.08 Assist a patient with dressing.
08.09 Assist a patient with meals.

09.0 PERFORM NURSING PROCEDURES--The student will be able to:

09.01 Make an unoccupied/occupied bed.
09.02 Measure and record a patient's pulse and respiration.
09.03 Measure and record a patient's temperature.
09.04 Assist a patient in passive range-of-motion exercises.
09.05 Apply an anti-embolic hose.
09.06 Collect, strain, and/or test a routine urine specimen.
09.07 Monitor a catheter drainage system.
09.08 Monitor fluid intake and output (I&O).
09.09 Observe, record, and report a patient's emesis.
09.10 Assist a patient with a sitz bath.
09.11 Assist with ostomy care.
09.12 Collect a stool specimen.

10.0 APPLY THE PRINCIPLES OF NUTRITION--The student will be able to:

10.01 Identify nutrients and food groups.
10.02 Explain regional, cultural, and religious food preferences.
10.03 Describe special diets.
10.04 List factors that must be considered when purchasing food.
10.05 Prepare a basic food plan.
10.06 List factors that must be considered when storing food.
10.07 Identify methods of maintaining fluid balance.
10.08 Identify methods of food preparation.

11.0 PROVIDE CARE FOR GERIATRIC PATIENTS--The student will be able to:

11.01 Identify safety principles, as related to the elderly.
11.02 Describe general characteristics, particular needs, and problems of the elderly.
11.03 Identify attitudes and living habits that promote positive mental and physical health for the elderly.
11.04 Distinguish between fact and fallacy about the aging process.
11.05 Identify community resources and services available to the elderly.
11.06 Apply Reality Orientation Techniques and Validation Therapy.
11.07 Provide and involve patients in diversional activities.
11.08 Identify common alterations in elderly patient behavior.
11.09 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions).

12.0 APPLY THE PRINCIPLES OF INFECTION CONTROL--The student will be able to:

12.01 Wash hands.
12.02 Provide care for patients with infectious diseases.
12.03 Practice Universal Precautions according to the Centers for Disease Control guidelines.
12.04 Follow isolation procedures with food tray, garments, and other materials.

13.0 PROVIDE BIOLOGICAL, PSYCHOLOGICAL, AND SOCIAL SUPPORT--The student will be able to:

13.01 Identify basic human needs.
13.02 Discuss family roles and their significance to health.
13.03 List community resources for individual and family health.
13.04 Identify components of the grief process.
13.05 Respond to patient and family emotional needs.

14.0 PERFORM SUPERVISED MANAGEMENT FUNCTIONS, FOLLOWING THE PATIENT PLAN OF CARE--The student will be able to:

14.01 Organize patient-care assignments.
14.02 Complete assignments accurately and in a timely manner.

15.0 ASSIST WITH RESTORATIVE (REHABILITATIVE) ACTIVITIES--The student will be able to:

15.01 List the purposes of restorative (rehabilitation) programs.
15.02 Assist a patient with specified restorative (rehabilitation) needs.
15.03 Assist patients/residents in reaching the optimum level of independence.

16.0 PERFORM HOME HEALTH-CARE SERVICES--The student will be able to:

16.01 Follow an established work plan with the patient and family.
16.02 Perform patient-related cleaning tasks and laundry.
16.03 Identify methods for medication storage.
16.04 Assist a patient with taking self-administered prescribed medication in the home.

17.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

17.01 Conduct a job search.
17.02 Secure information about a job.
17.03 Identify documents that may be required for a job application.
17.04 Complete a job application.
17.05 Demonstrate competence in job-interview techniques.
17.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.

17.07 Identify acceptable work habits.
17.08 Demonstrate knowledge of how to make job changes appropriately.
17.09 Demonstrate acceptable employee health habits.

18.0 DEMONSTRATE KNOWLEDGE OF THE IMMUNE-DEFICIENCY DISEASE AIDS--
The student will be able to:

18.01 Distinguish between fact and fallacy about the transmission and treatment of immune-deficiency diseases.
18.02 Identify community resources and services available to the victims of the immune-deficiency disease AIDS.
18.03 Identify risky behaviors that promote the spread of AIDS and the public education needed to combat its spread.
18.04 Follow the Centers for Disease Control guidelines to prevent the spread of AIDS.
18.05 Identify the legal aspects of AIDS.
18.06 Demonstrate knowledge of the legal aspects of AIDS.

Design Criteria

Listed below are the minimum, normal, and maximum space requirements for Patient Care Assistant new instructional programs. The facility should provide space and learning stations to enable the instruction to meet program objectives. **Florida State Board of Education Rule 6A-2.32** specifies the size of space and occupancy design criteria that school districts or community colleges must follow in planning and designing facilities for Patient Care Assistant programs. According to this rule, facility sizes recommended for a one-time occupancy design capacity of fifteen students are as follows:

DEDICATED SPACE
(in square feet)

	Per Student			Total (Based on 15 students)		
	Min.	Normal	Max.	Min.	Normal	Max.
Classroom				500	525	550
Laboratory	72	80	88	1,080	1,200	1,320
Student Lockers				170	180	190
Required Program Space				1,750	1,905	2,060

Classroom/laboratory areas should be designed to accommodate 15 workstations and equipment. For further information on space, refer to **S.B.E. 6A-2**.

Safety

The Florida State Board of Education has established rules for the operation of public schools. Chapter 6A-2 in *Educational Facilities: Public Schools and Community Colleges* contains the standards for existing educational facilities, with regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage, and illumination.

Although no specific safety regulations have been mandated for the Patient Care Assistant program, it is recommended that strict adherence to the general standards as outlined in these rules be practiced (e.g., first-aid kits in classrooms, adequate fire extinguishers, fire-evaluation plan).

Suggested Equipment and Supplies

The following list has been generated by the committee, and is meant as a guide for those planning new programs, or for those who plan to enhance their present program. These are **not** required items.

Hardware

General

	Related to SPS:
bedside stands, 1 per 5 students	(07.01)
beds, two manual and two electric, adjustable, 4	(07.04)
footstools	
IV stands, equal to number of beds, plus 2 portable units	(07.02)
manikins, including CPR (and disposable mouth guards), 2-4	
overbed tables, 1 per 5 students	
skeleton and cabinet	
supply cabinet	

Lifting and Moving

bed lift	(07.07)
board for transferring total body, large	(07.07)
lifter, mechanical and/or Hoyer	(07.06)
overhead trapeze	(07.06)
pelvic traction set-up	(07.22)
scale, including height measure	(09.07)
stretcher	(07.05, 07.07)
transfer (gait) belt's	(09.12)
transfer board, 8 inches wide	(07.07)
walkers, canes, crutches (adjustable)	(07.12)
wheelchairs with detachable and adjustable legs, 2	(07.13)
wheelchair with detachable sides and legs	(07.05)

Personal Care

bath basins, square	(08.01)
bed pans, both regular and fracture	(08.10)
commode	(08.07)
emesis basins	(08.06)
privacy curtains and screens	(04.03)
shampoo board	(08.03)
soap dishes	(08.01)
urinals, 4-6, including one female	(08.10)
water pitchers and cups	(07.02)

Vital-Sign Equipment

blood pressure cuffs, including regular, electronic, and rolling	(09.07)
K-thermea pad set	(09.18)
stethoscopes, teaching	(09.06)
thermometers, including glass (oral and rectal), digital, and electronic	(09.08)

Expendables

Linen

bath blankets
bath towels, hand towels, washcloths
bedspreads
egg-crate mattresses
gowns, patient, both snap and tie types
hamper
pad, sheepskin
pads, lift/incontinent, washable
pillows and pillow cases
sheets, flat

Restraints

vest poseys
wrist and ankle mitt
wrist restraints

Isolation

bags
gloves
gowns
masks

Dressing Supplies

cotton balls
gauze, roller
gloves
pads, 4-inch-by-4-inch, nonsterile
tape

For Demonstrations

arm boards and IV solution	(09.29)
bed cradle	(07.11)
binders, abdominal	(09.21)
catheter-care kits	(09.20)
catheter drainage set-ups, various	(09.14, 09.20)
chair, shower	(08.02)
colostomy board and supplies	(09.24)
decubitus ulcer board and supplies	
enemas, prepackaged 503	(09.30)
flow sheets, charting samples, care plans (see Caldwell and Hegner reference)	
graduate measures	(09.16)
hair-\and nail-care supplies	(08.05)
intake and output supplies	(09.16)
isolation supplies, including goggles, plastic aprons, and isolation biohazard bags	(12.0)
leg bands	
oral-care supplies, dentures	(08.06)
orthotic devices	(07.14)
perineal-care set	(08.11)
positioning devices	(07.10
protectors, heel and elbow	(07.10)
restorative feeding utensils	(15.02)
shaving supplies	(08.04)
sitz bath, portable	(09.19)
specimen containers, various (urine, stool, etc.)	(09.12, 09.13, 09.15, 09.26)
stockings, anti-embolic	(09.11)
tubes, various, including nasogastric and oxygen tubes	(09.31)
wound kit (for role play)	

PROGRAM IMPLEMENTATION

Student Learning Guide

A sample student learning guide is provided in the Appendix as an example for you to use when developing or adapting a set of learning guides or modules. This sample guide presents the major components of a competency-based student learning guide. For further information, see the *Florida Vocational Program Implementation Guide*.

Student Organization Participation

The vocational student organization associated with the Patient Care Assistant program is Health Occupations Students of America, Inc., (HOSA). This organization is cocurricular, and participation is considered an integral part of the instructional program.

Refer to the *Florida Vocational Program Implementation Guide* for more information.

Sample Student Code of Ethics Statement

Because ethics is of considerable importance in any health field, you may wish to include a Student Code of Ethics statement, similar to the one on the following page, in your student materials.

STUDENT CODE OF ETHICS STATEMENT

As allied health professionals, patient-care assistants must individually and collectively strive to maintain the highest ethical standards.

The students in the Patient Care Assistant program at _____ shall:

- practice medically acceptable methods of treatment, and shall not endeavor to extend beyond their competence nor the authority vested in them.

- continually strive to increase and improve their knowledge and skills. All services shall be provided with respect for the dignity of the patient, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

- be responsible for the competent and efficient performance of their assigned duties and shall expose incompetence and illegal or unethical conduct to the proper authorities.

- hold in strict confidence all privileged information concerning the patient and refer all inquiries to the physician in charge of the patient's medical care.

- not accept gratuities in the form of bribes or tips for preferential consideration of the patient or to supplement income. Students must carefully guard against conflict of professional interest.

- be familiar and comply with existing state and federal laws governing the practice of patient-care-assistant tasks.

- serve as an example by abstaining from tobacco use and mind-altering substances.

PROFESSIONAL CONSIDERATIONS

Teacher Certification

Certification for teachers instructing in the Patient Care Assistant program, according to the current *Course Code Directory,* is **Prac Nurse 7**.

Professional Organizations and Support Services

The following associations and organizations have been identified as serving the needs of those involved in the patient-care-assistant area. This list is not comprehensive. Teachers should take advantage of the services offered by professional organizations.

American Association of Nursing Assistants (AANA)
55 Priest Street
San Francisco, CA 94109
(415) 441-7399

American Nursing Assistants' Association (ANAA)
P.O. Box 447
Lake Bluff, IL 60044
(312) 336-6911

Committee on Allied Health Education and Accreditation
American Medical Association
535 North Dearborn Street
Chicago, IL 60610
(312) 645-4627

INSTRUCTIONAL RESOURCES

Test-Item Bank

The Division of Vocational, Adult, and Community Education (DVACE) has coordinated the development of multiple-choice test items for selected vocational job-preparatory programs. Test items are based on Student Performance Standards for the specific programs. A test-item bank has been developed by the DVACE for the PCA, NA, and HHA programs. Contact the Bureau of Vocational Program and Staff Development at (904) 488-1839 or SUNCOM 278-1839 for information on using them.

A list of test-item bank sources has been included in Appendix D of the accompanying document, the *Florida Vocational Program Implementation Guide*.

Introduction to Resources

In this section are listed a variety of resources in the areas of patient-care assistant, nursing assistant, and home-health aide. Included are publishers or distributors of printed and audiovisual materials and software; noncommercial and instructor-developed materials; and instructor-recommended materials. You are encouraged to request catalogs from publishers, professional organizations, and manufacturers so that you are aware of the most current materials available.

Sources of Print and Audiovisual Materials and Software

	Print	Audiovisual	Software
Academic Press 465 South Lincoln Drive Troy, MD 63379 (800) 321-5068	X	X	X
Computerized Educational Systems 307 Parklane Circle Orlando, FL 32803 (407) 841-6230	--	--	X
Dartnell Corporation 4660 Ravenswood Avenue Chicago, IL 60640 (800) 621-5463	--	X	--

	Print	Audiovisual	Software
F.A. Davis Company 1915 Arch Street Philadelphia, PA 19103 (800) 523-4049	X	--	--
Delmar Publishers, Inc. 2 Computer Drive, West Albany, NY 12212-5015 (800) 347-7707	X	--	--
Division of Vocational, Adult, and Community Education Florida Department of Education Florida Education Center Tallahassee, FL 32399-0040 (904) 488-0400	X	X	X
Envision, Inc. 51 Sleeper Street Boston, MA 02210 (617) 482-3444	--	X	--
J. B. Lippincott Company East Washington Square Philadephia, PA 19105 (800) 523-2945	X	--	--
Little, Brown and Company 200 West Street Waltham, MA 02154 (800) 343-9204	X	--	--
McGraw-Hill Publishing Company Princeton Road Hightstown, NJ 08520 (800) 722-4726	X	--	--
Medcom, Inc. P.O. Box 3225 Garden Grove, CA 92642 (800) 877-1443	--	X	--

	Print	Audiovisual	Software
Medi-Sim, Inc. 660 South 4th Street P.O. Box 13267 Edwardsville, KS 66113 (913) 441-2881	--	--	X
C.V. Mosby Company 11830 Westline Industrial Drive St. Louis, MO 63146 (800) 633-6699	X	--	--
MSI, Inc./Diamond Software P.O. Box 6952 Boise, ID 83707-6952 (208) 386-3666	--	--	X
Opportunities for Learning, Inc. Career Aids Division 20417 Nordhoff Street, Dept. 8 Chatsworth, CA 91311 (800) 243-7116	--	X	--
Prentice-Hall, Inc. Division of Simon & Schuster 200 Old Tappan Road Old Tappan, NJ 07675 (800) 223-2345	X	--	--
Puritan-Bennett Corporation P.O. Box 25905 Overland Park, KS 66225-5905 (913) 661-0444	X	--	--
W. B. Saunders Company 6277 Sea Harbor Drive Orlando, FL 32821 (800) 545-2522	X	--	--
SO SOFTware 406 South Evergreen Avenue Marshfield, WI 54449 (715) 384-8927	--	--	X

	Print	Audiovisual	Software
Springhouse Publishing Company 1111 Bethlehem Pike Springhouse, PA 19477 (800) 346-7844	X	--	--
University of Missouri Instructional Materials Laboratory 2316 Industrial Drive Columbia, MO (800) 669-2465	X	--	X
Vida Health Communications P.O. Box 365 Wayne, NJ 07470 (800) 526-4773	--	X	--
Yearbook Medical Publishers 200 North LaSalle Street Chicago, IL 60601-1080 (800) 622-5410	X	--	--

Instructor-Recommended Materials

PRINT

Author	Title	Publisher	Year
Caldwell, Esther, and Hegner, Barbara R.	*Geriatrics: A Study of Maturity*	Delmar Publishers, Inc.	1981
Chaisson-Steward, G. Maureen	*Depression in the Elderly - An Interdisciplinary Approach*	Delmar Publishers, Inc.	1985
------	*Dorland's Pocket Medical Dictionary*	W.B. Saunders Company	1989
Fasano, Marie A.	*Basic Skills for the Long-Term Care Nurse Assistant*	Prentice-Hall, Inc.	1989

Fasano, Marie A.	*Creative Care for the Person with Alzheimer's*	Prentice-Hall, Inc.	1988
Hogan, Jean, and Sorrentino, Sheila A.	*Textbook for Long-Term Care Assistants*	C.V. Mosby Company	1988
Hogstel, Mildred O.	*Nursing Care of the Older Adult*	Delmar Publishers, Inc.	1988
Huber, Helen, and Spatz, Audree	*Homemaker/ Home Health Aide*	Delmar Publishers, Inc.	1989
Lankford, T. R., and Jacobs-Steward, P.M.	*Foundations of Normal and Therapeutic Nutrition*	Delmar Publications, Inc.	1986
Miller, Banjamin F., and Keane, Claire B.	*Encyclopedia and Dictionary of Medicine, Nursing, and Allied Health*	Saunders	1987
Schniedman, R.B.; Lambert, S.S.; and Wander, B.R.	*Being a Nursing Assistant*	Prentice-Hall, Inc.	1989
Sorrentino, Sheila A.	*Textbook for Nursing Assistants*	C.V. Mosby Company	1987
Taber, Clarence W.	*Tabor's Cyclopedic Medical Dictionary*	F.A. Davis Company	1989
Wernig, Julie K., and Sorrentino, Sheila A.	*The Homemaker/ Home Health Aide*	C.V. Mosby Company	1989
Will, Connie A., and Eighmy, Judith B.	*Being a Long-Term Care Nursing Assistant*	Prentice-Hall, Inc.	1988

Author	Title	Publisher	Year
Witmer, Dorothy M.	*Geriatic Nursing Assistant: Essential Competencies for Specialized Training*	Prentice-Hall, Inc.	1990
Zins, Sandra	*Aging in America: An Introduction to Gerontology*	Delmar Publishers, Inc.	1987
Zucker, Elana D.	*Being a Homemaker/ Home Health Aide*	Prentice-Hall, Inc.	1990

AUDIOVISUAL

Title	Source	Format	Year
AIDS Prevention for Nursing Professionals	Opportunities for Learning, Inc.	videocassette	nd
Any Questions? The Universal Precautions Explained	Envision, Inc.	videocassette	nd
Baby Basics	Vida Health Communications	videocassette	1987
Basic Clinical Skills (including *Admission & Discharge, Feeding . . . , Lifting & Moving . . . , Urinary Care)*	Medcom, Inc.	videocassette series	1988
Basic First Aid	Opportunities for Learning, Inc.	2 filmstrips, 1 cassette, flipcharts	nd

Title	Source	Format	Year
Basic Nursing Skills	Opportunities for Learning, Inc.	videocasette series (18)	1981
Ethics for the Nursing Assistant	Opportunities for Learning, Inc.	filmstrip with cassette	
Home Care Series	Medcom, Inc.	videocassette series (6)	1985
In-Home Care System	Delmar Publishing, Inc.	package of filmstrips, learner manual, and supervisor's guide	1987
Nursing Assistant Skills Package	Medcom, Inc.	videocassette series in two versions: hospital and long-care nursing assistants	1990
The Nuts & Bolts of Nutrition: Basic Nutrition	Opportunities for Learning, Inc.	video-from-filmstrip	1980
One of Our Own: Dealing with AIDS in the Workplace	Dartnell Corporation	videocassette	1987
Surviving Lifestyle Drugs	Opportunities for Learning, Inc.	3 filmstrips with cassette, or 1 video-from-filmstrip	1982
Universal Precautions Training Package	Medcom, Inc.	videocassette series (6), with guides, manuals	1989
Vital Signs	Opportunities for Learning, Inc.	series of filmstrips with cassettes (8)	1974

SOFTWARE

Title	Author	Source/ Publisher	Format/ Description	Year
Clinical Processes		Computerized Educational Systems	about 25 clinical processes are presented	nd
Nursing Process Concepts	Yoder, Marianne E.	J.B. Lippincott	6 disks and a user's guide (Apple, IBM)	1986
Simulated Patient Encounters in Medical-Surgical Nursing	Peirce-Gomez, Sharon	J.B. Lippincott	3 sets of 5 nursing process-based tutorials (Apple, IBM)	1990

SOURCES FOR HANDS-ON INSTRUCTIONAL TOOLS

Below are possible sources for instructional tools such as manikins, torsos, skeletons, charts, and storage equipment. It is suggested that the instructor contact them for their respective catalogs. This list is not inclusive, nor is it meant to imply any state requirement. The instructor committee has recommendated these sources to aid the new instructor in locating such items.

Armstrong Medical Industries, Inc.
Jef Walker, Territory Manager
P.O. Box 1537
Goldenrod, FL 32733
(407) 679-4433

Carolina Biological Supply Company
2700 York Road
Burlington, NC 27215
(919) 584-6381

Nasco Health Care Educational Materials
901 Janesville Avenue
Fort Atkinson, WI 53538-0901
(800) 558-9595

local drugstores (may contribute older supplies)

FEIS SERVICES

FLORIDA EDUCATIONAL INFORMATION SERVICE
2003 Apalachee Parkway
Tallahassee, FL 32301
(904) 487-2054

If you need (1) information about copyright; (2) a list of instructors teaching in specific programs in Florida; (3) journal articles or project reports on specific topics; (4) curriculum and instructional materials; or (5) information on current trends, issues, and research, please contact the Florida Educational Information Service (FEIS), Center for Instructional Development and Services, College of Education, Florida State University, 2003 Apalachee Parkway, Tallahassee, Florida 32301, (904) 487-2054. FEIS will tailor its service to meet your needs for information about resource materials.

APPENDIX

Sample Student Learning Guide
for
Patient Care Assistant*

*Adapted from material produced by the Office of Vocational, Adult, and Community Education, Dade County Public Schools. Used with permission.

ABOUT STUDENT LEARNING GUIDES

As mentioned in the Instructional Approach section of the *Florida Vocational Education Program Implementation Guide,* competency-based vocational instruction (CBVI) is the most appropriate instructional approach to teaching students to become competent workers. In order to implement CBVI effectively and efficiently, you and the students should have access to competency-based instructional materials, such as student guides or modules.

The following components are often included in a student learning guide:

The **introduction** includes the intended outcome, the SPS for which the guide is developed, and an introduction to the guide, stating why this topic is important to study and what this guide is about (other information, such as the relationship between this guide and other guides, can be included on this sheet also).

Objectives include both knowledge and performance objectives if the SPS calls for hands-on performance, but only knowledge objectives if the SPS requires knowledge-oriented competencies.

Resources include the instructional materials that students should use to study and the tools and supplies that students should have access to in order to complete this guide.

Learning activities include a list of steps that students should follow in order to master the objectives.

The **self-check** consists of questions designed to help students review what they have studied.

The **activity sheet** is designed to help students practice hands-on tasks for performance objectives. (If the SPS does not require hands-on activity, this sheet is not included in the learning guide.)

Information sheets provide information, guidance, or summaries not available elsewhere. These are usually instructional resources for the knowlege objectives.

The **written test** measures student achievement on the knowledge objectives.

The **performance test** is designed to be used by the evaluator/instructor to assess the student's level of achievement on the performance objectives.

The student learning guide may consist of two or more sets of the above components if the objectives need to be divided into two or more groups. Whatever format you use for the student learning guide, these components should be included in order to provide for instructional events such as:

1. gaining attention
2. stating objectives
3. recalling prerequisites
4. providing instructional stimulus
5. providing learning guidance
6. eliciting performance
7. providing feedback
8. assessing performance
9. enhancing retention and transfer

STUDENT LEARNING GUIDE

Program: Patient Care Assistant

Intended Outcome: 09. Perform nursing procedures.

Student Performance Standard: 09.20 Monitor and assist with the care of catheters.

Introduction: Some of the patients that you will be caring for may have catheters, or tubes. These include urinary catheters, intravenous tubes, and oxygen therapy and nasogastric tubes connected to a suction system. Their use is often a follow-up to surgery. In this student learning guide, you will learn how to clean and care for the tubes, and how to monitor and care for these patients.

OBJECTIVES

Knowledge Objectives

At the end of this student learning guide, you will be able to:

- label a diagram of the urinary system, given a drawing and the terms.
- identify the techniques used with the Foley catheter.
- identify techniques in caring for patients with intravenous, oxygen, or nasogastric tubes.

Performance Objective

- using a manikin, demonstrate patient care when intravenous, oxygen, or nasogastric tubes are being used.

LIST OF RESOURCES

Information Sheets: "Catheters"

"The Care of Foley Catheters"

"Caring for Patients with Tubing"

Texts:

Huber, Helen, and Spatz, Audree. *Homemaker/Home Health Aide.* Albany, NY: Delmar Publishers, Inc., 1989.

Schniedman, R.B.; Lamber, S.S.; and Wander, B.R. *Being a Nursing Assistant.* Old Tappan, NJ: Prentice-Hall, Inc., 1991.

Slide and tape presentations:

Nursing Assistant Skills Package, Medcom

- Trainex slide and tape #343, "Closed Urinary Drainage System"
- Trainex slide and tape #442, "Oxygen Administration"

Other:

adult manikin

anatomical chart, with urinary system

various types of tubing

LEARNING ACTIVITIES for the Student Learning Guide

LEARNING ACTIVITIES	RESOURCES
For knowledge objective 1	
1. Read pages in two texts.	1. a. Schniedman, pp. 60-61. b. Huber, pp. 53-54.
2. Study diagram of the urinary tract.	2. Use an anatomical chart of the urinary tract.
3. Check yourself on the objective by taking Self-Check 1.	3. Self-Check 1 is attached (not included in this sample Student Learning Guide).
4. Check your answers with Self-Check Answer Key 1.	4. Answer Key 1 is attached (not included in this sample).
5. Review resources, if necessary. Also, ask your instructor for help.	5. See above.
For knowledge objective 2	
6. Read pages in two texts.	6. a. Schniedman, pp. 249-250. b. Schniedman, pp. 310-312.
7. Read Information Sheets "Catheters" and "Care of Foley Catheters."	7. See attached sheets (not included in this sample).
8. Check yourself on the objective by taking Self-Check 2.	8. Self-Check 2 is attached (not included in this sample).
9. Check your answers with Self-Check Answer Key 2.	9. Answer Key 2 is attached (not included in this sample).
10. Review resources, if necessary. Also, ask your instructor for help.	10. See above.

LEARNING ACTIVITIES	RESOURCES
For knowledge objective 3	
11. Read pages from two texts on oxygen.	11. a. Schniedman, pp. 113-115. b. Huber, pp. 248-249.
12. Read text on IV therapy.	12. Schniedman, pp. 305-307.
13. Read text on nasogastric suction.	13. Schniedman, pp. 308-309.
14. Read Information Sheet for summary.	14. Information Sheet "Caring for Patients with Tubing" (only a portion included in this sample Student Learning Guide).
15. View examples of different types of tubing.	15. Available in the supply drawers in the classroom.
16. Check yourself on the objective by taking Self-Check 3.	16. Self-Check 3 is attached.
17. Check your answers with Self-Check Answer Key 3.	17. Answer Key 3 is attached.
18. Review resources, if necessary. Also, ask your instructor for help.	18. See above.
For performance objective	
19. Read pages from two texts on catheter care.	19. a. Schniedman, pp. 249-251. b. Schniedman, pp. 220-221.
20. View two Trainex slide-tapes.	20. "Closed Urinary Drainage System" and "Oxygen Administration."
21. Practice giving catheter care and care for IV, oxygen, and nasogastric tubes.	21. Use the manikin with practice checklists, attached (not all checklists are included in this sample).

LEARNING ACTIVITIES	RESOURCES
Evaluation of this unit	
22. When you are ready, ask your instructor for the Unit Knowledge Test.	22. Unit Knowledge Test (not included in this sample).
23. After successfully completing the Unit Knowledge Test, arrange for the Performance Test. An instructor will check your performance using the Performance Checklist.	23. Performance Checklist.

INFORMATION SHEET

"Caring for Patients with Tubing"

Oxygen Therapy

Oxygen is ordered by the physician, to be given on a continuous basis or prn. The physician determines the method of administration and the amount.

Oxygen is most frequently given by nasal cannula. The cannula is held in place by an elastic band around the patient's head. It may not have to be taped or pinned to the gown. Oxygen by nasal cannula is usually given at two to four liters per minute.

All equipment related to oxygen therapy is color-coded green. Oxygen can be supplied through wall units, oxygen tanks, or portable oxygen cylinders.

Because oxygen is highly combustible, one must follow all safety precautions when it is in use.

Oxygen does dry out the tissues of the patient's respiratory tract, so moisture is usually added to the oxygen flow.

Hints about patient care:

1. Do not light matches or use fire when oxygen is in use.
2. Give oral hygiene frequently.
3. Never shut off the main flow from the wall unit or tank.
4. Pin or tape the connecting tubing to the patient's gown, making sure there are no kinks in the tubing.
5. Check the flowmeter to be sure the liters are being given as ordered.
6. Check the gauge to be sure adequate oxygen is in the tank.
7. Keep the oxygen tubing as clean as possible to prevent infections.
8. For patients receiving oxygen prn, allow patients time to adjust to room air before carrying out activities.

INFORMATION SHEET

"Caring for Patients with Tubing" (continued)

Intravenous Therapy

Many patients receive fluids, blood, and medications intravenously. The solution runs from a container through tubing attached to a needle or plastic catheter in the patient's vein.

Note: The patient care assistant is **not** responsible for IV therapy, and is never to regulate the flow rate of the solution.

The patient care assistant should monitor, observe, and report on the following:

1. **The IV flow**--the solution should drip at regular intervals.

2. **The IV level**--check and inform the nurse when the bottle is almost empty.

3. **The patient's skin around the needle**--if you see redness, swelling, bleeding, or leaking of fluid, report it to the nurse.

4. **The patient's complaints**--complaints about pain, itching, or burning should be reported to the nurse.

Note: Signs of a reaction to the transfusion, which should be reported to the nurse immediately, include

- hives
- itching
- flushed skin
- chills.

Hints about patient care:

1. When changing the patient's gown, remove the gown from the free arm first.

2. Do not hold the IV bag lower than the IV site.

3. If the IV tubing is threaded through an IV pump or controller, do not try to change the gown unless it has snaps at the shoulders.

4. Aid the patient with personal care, such as bathing and eating, since the patient may have limited functioning with the arm or hand attached to a tube system.

SELF-CHECK 3: Identify techniques in caring for patients with intravenous, oxygen, or nasogastric tubes.

Directions: For each item 1 through 5, circle the best response from the choices given.

1. Because oxygen dries out the patient's tissues, the PCA should

   a. check to ensure that the dehumidifier is running.
   b. reduce the flowmeter as necessary.
   c. adjust the amount of oxygen per minute.
   d. give oral hygiene frequently.

2. When caring for the patient using oxygen, the PCA should **not**

   a. remove kinks and keep the tubing clean.
   b. shut off the main flow of oxygen.
   c. check the amount of oxygen left in the tank.
   d. check the flowmeter.

3. The PCA should monitor patients with intravenous tubing by checking

   a. the IV flow.
   b. the IV level.
   c. the patient's skin around the needle.
   d. all of the above.

4. Which symptoms indicate a reaction to the transfusion, and should be reported at once?

   a. hives, itching, flushed skin, and chills
   b. flushed skin, coughing, fever, and pain
   c. chills and a runny nose
   d. coughing, sneezing, and chills

5. When caring for a patient with intravenous tubes, the PCA should do all **except**

   a. change the patient's gown.
   b. keep the IV bag lower than the IV site.
   c. aid the patient with bathing.
   d. help the patient to eat.

Now use Answer Key 3 to check your responses.

ANSWER KEY 3

Note: The preferred responses are indicated with an asterisk (*).

1. Because oxygen dries out the patient's tissues, the PCA should

   a. check to ensure that the dehumidifier is running.
   b. reduce the flowmeter as necessary.
   c. adjust the amount of oxygen per minute.
   d. give oral hygiene frequently.*

2. When caring for the patient using oxygen, the PCA should **not**

   a. remove kinks and keep the tubing clean.
   b. shut off the main flow of oxygen.*
   c. check the amount of oxygen left in the tank.
   d. check the flowmeter.

3. The PCA should monitor patients with intravenous tubing by checking

   a. the IV flow.
   b. the IV level.
   c. the patient's skin around the needle.
   d. all of the above.*

4. Which symptoms indicate a reaction to the transfusion, and should be reported at once?

   a. hives, itching, flushed skin, and chills*
   b. flushed skin, coughing, fever, and pain
   c. chills and a runny nose
   d. coughing, sneezing, and chills

5. When caring for a patient with intravenous tubes, the PCA should do all **except**

   a. change the patient's gown.
   b. keep the IV bag lower than the IV site.*
   c. aid the patient with bathing.
   d. help the patient to eat.

Now you are ready to practice your skills. Use the Performance Checklist for Practice, and arrange to use the prepared manikin.

PERFORMANCE CHECKLIST FOR PRACTICE

Directions: Arrange a time to practice with the adult manikin. Gather your supplies before you begin. If you do not know how to perform some of the steps, ask your instructor to demonstrate them, and then practice. When you are ready, you will be evaluated on these steps.

Oxygen tubes

Did you	yes	no
1. wash your hands?	___	___
2. identify and greet the patient?	___	___
3. explain the procedure to the patient?	___	___
4. follow all fire regulations?	___	___
5. check the flow meter?	___	___
6. check the water supply in the humidifying jar?	___	___
7. check the oxygen rate?	___	___
8. check to ensure that the tube is pinned to the gown correctly, without kinks?	___	___
9. make note of anything unusual, and report it to the nurse?	___	___
10. leave the patient safe and comfortable?	___	___
11. wash your hands?	___	___

IV equipment

Did you		
1. wash your hands?	___	___
2. identify and greet the patient?	___	___
3. explain the procedure to the patient?	___	___
4. instruct the patient to keep the arm straight?	___	___

PERFORMANCE CHECKLIST FOR PRACTICE (continued)

5. check to ensure that the patient is not lying on the tubing, and that there are no kinks in the tubing? ___ ___

6. keep the IV bottle above the level of the needle when changing patient's gown? ___ ___

7. make note that there is nothing unusual about the bottle, tubing, or needle site, and report to the nurse if there is? ___ ___

8. leave the patient safe and comfortable? ___ ___

9. wash your hands again? ___ ___

When you feel competent in these skills, request that your instructor evaluate you.

PERFORMANCE CHECKLIST – EVALUATOR'S VERSION

Directions: Be sure that the adult manikin is available at the scheduled time. Prepare it with the tubing required for the evaluation, and prepare at least one problem to solve. Have the necessary supplies available for students, and have them gather their supplies before beginning.

Check the student's performance, using this checklist. Explain that you represent the supervising nurse, in case there are problems to report. You may answer questions about the directions or the general situation, but do not respond to questions during the evaluation. Use the section at the end to give additional comments, to explain the problem you set up, and to describe how the student handled it.

Oxygen tubes

Did the student	yes	no
1. wash his or her hands?	___	___
2. identify and greet the patient?	___	___
3. explain the procedure to the patient?	___	___
4. follow all fire regulations?	___	___
5. check the flow meter?	___	___
6. check the water supply in the humidifying jar?	___	___
7. check the oxygen rate?	___	___
8. check to ensure that the tube is pinned to the gown correctly, without kinks?	___	___
9. make note of anything unusual, and report it to the evaluator?	___	___
10. leave the patient safe and comfortable?	___	___
11. wash his or her hands?	___	___

PERFORMANCE CHECKLIST–EVALUATOR'S VERSION (continued)

IV equipment

Did the student

1. wash his or her hands? ___ ___
2. identify and greet the patient? ___ ___
3. explain the procedure to the patient? ___ ___
4. instruct the patient to keep the arm straight? ___ ___
5. check to ensure that the patient is not lying on tubing and that there are no kinks in the tubing? ___ ___
6. keep the IV bottle above the level of the needle when changing the patient's gown? ___ ___
7. note whether there is anything unusual about the bottle, tubing, or needle site, and report to the evaluator if there is? ___ ___
8. leave the client safe and comfortable? ___ ___
9. wash his or her hands again? ___ ___

Evaluator's Comments_____

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

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CAREER MERIT ACHIEVEMENT PLAN (CAREER MAP)

PATIENT CARE ASSISTANT

(0317.069902)

STUDENT'S NAME

State of Florida

An affirmative action/equal opportunity employer

DEPARTMENT OF EDUCATION
Betty Castor, Commissioner

DIVISION OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION
Robert S. Howell, Director

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School _____

_____

Date Started _____

PRIMARY JOB TITLE FOR THIS INSTRUCTIONAL PROGRAM

- Patient Care Assistant

RELATED JOB TITLES

- Health Care Technician
- Nursing Assistant
- Home Health Aide

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OVERVIEW

This Career MAP includes the competencies required for entry into the work force as a patient care assistant. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. Local education agencies (LEAs) may adapt these competencies to meet their work-force needs.

Purposes of the MAP

The purposes of the MAP are to display the student performance standards (SPSs) required by the LEA and to document the level of achievement on SPSs that the student demonstrates.

How to Use the MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement, and teacher recruitment, selection, and updating. If the LEA changes or adds SPSs, the revised or additional SPSs should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on SPSs. By periodically reviewing the ratings on standards, the instructor can identify a student's strengths and weaknesses and on that basis identify the skills for which the student needs remedial instruction or advanced training. MAPs can also be useful in student counseling and evaluation.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the instructor to rate his or her level of achievement on all the appropriate SPSs and to fill in the verification form in the back of this MAP.

Employer. The MAP shows an employer the SPSs mastered by the student (a prospective employee) and the proficiency level achieved on each one. This information can help the employer make decisions about hiring, job assignments, and job-training needs.

Rating Student Performance

Performance Competencies. Ratings on SPSs should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

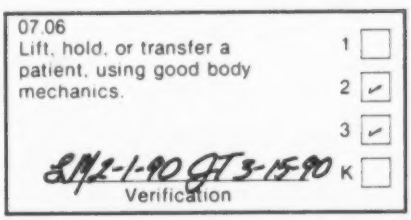
For each skill listed, the learner receives a rating of 1, 2, or 3. Each rating indicates a particular level of achievement:

1 = Learner demonstrates knowledge and understanding of this SPS, but is not yet able to apply that knowledge or understanding.

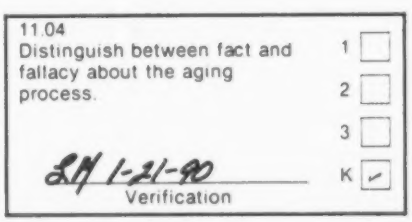
2 = Learner performs this SPS satisfactorily with only periodic supervision.

3 = Learner performs this SPS satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2, or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:



Knowledge Competencies. For each SPS that is a knowledge competency only, with no manipulative skill involved, only one level of achievement is possible. If the student masters the competency, he or she receives a check in the bottom box ("K"), as shown below:



NOTE: An SPS without a checked rating indicates that the learner has not mastered the standard from lack of ability, time, opportunity, or need (the student's area of specialization may not have required it).

01.0 DEMONSTRATE APPLICATION OF BASIC MATH SKILLS.

01.01 Draw, read, analyze, and report on graphs, charts, and tables. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.02 Measure time, temperature, distance, capacity, and mass/weight. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.03 Use measurements in both traditional and metric units. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
01.04 Make estimates and judge the reasonableness of the result. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

02.0 DEMONSTRATE BASIC COMPETENCIES IN SCIENCE.

02.01 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solutions of such questions. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.02 Organize and communicate the results obtained by observation and experimentation. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.03 Evaluate and draw conclusions. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

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03.0 USE VERBAL AND WRITTEN COMMUNICATIONS.

03.01 Distinguish between factual reports and personal opinion. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.02 Identify and use various forms of communication. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.03 Identify barriers to communication. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
03.04 Use basic medical terminology and approved abbreviations. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.05 Demonstrate effective interpersonal relationships. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.06 Receive and give oral report of patient's status. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
03.07 Report and record objective, pertinent observations in written or oral form. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.08 Maintain current documentation. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.09 Obtain specified data from patient and family. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
03.10 Utilize verbal and written information to assist with the patient's plan of care. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.11 Demonstrate basic computer skills. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.12 Communicate effectively via telephone (e.g., take messages, give appropriate information, and transfer calls). 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

04.0 DEMONSTRATE LEGAL AND ETHICAL RESPONSIBILITIES.

04.01 Demonstrate legal and ethical behavior within the role and scope of patient-care responsibilities. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.02 Identify the role of each health-care team member. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.03 Explain the patient's "Bill of Rights." 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

04.04 Maintain confidentiality of patient information. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.05 Describe the purpose of the chain of command (i.e., to resolve patient or employee problems). 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.06 Follow policies and procedures affecting the health, safety, and well-being of patients. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
04.07 Recognize and report signs and symptoms of abuse and neglect. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.08 Recognize and report signs of substance abuse. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.09 Follow legal guidelines in charting. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
04.10 Exhibit behavior supporting and promoting residents' rights. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

05.0 PROVIDE EMERGENCY CARE.

05.01 Perform emergency measures, including CPR (heart-saver level) and the management of an obstructed airway. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.02 Identify emergency evacuation procedures. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

06.0 DESCRIBE THE ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY.

06.01
Describe the basic structure and function of body systems.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

06.02
Describe the relationships of body systems in providing patient care.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.0 PERFORM PHYSICAL COMFORT AND SAFETY FUNCTIONS.

07.01
Care for equipment and supplies.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.02
Maintain patient units.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.03
Maintain service areas on the units.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.04
Observe and report patient's behavior daily, including mental awareness.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.05
Adjust bed and siderails.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.06
Lift, hold, or transfer a patient, using good body mechanics.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.07
Transfer patient, using mechanical lifters.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.08
Transfer patient to stretcher.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.09
Turn and position patient.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.10
Apply protective devices as directed (e.g., vest and belt).
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.11
Apply comfort devices as directed (e.g., footboard, overbed cradle, alternating pressure mattress).
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.12
Assist patient in dangling.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

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07.13
Assist patient in ambulation, including the use of a crutch, cane, or walker.
1 2 3 K
Verification

07.14
Assist patient in using a wheelchair.
1 2 3 K
Verification

07.15
Assist patient with the care and use of prosthetic/orthotic devices.
1 2 3 K
Verification

07.16
Administer back rub.
1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

08.0 PROVIDE PERSONAL PATIENT CARE.

08.01
Give bed bath.
1 2 3 K
Verification

08.02
Assist with shower or tub bath, including the use of specialty tubs.
1 2 3 K
Verification

08.03
Assist patient with sink, tub, shower, or bed shampoo.
1 2 3 K
Verification

08.04
Shave patient.
1 2 3 K
Verification

08.05
Groom patient, including hair, skin, foot, and nail care.
1 2 3 K
Verification

08.06
Assist with and/or administer oral hygiene.
1 2 3 K
Verification

08.07
Assist patient with toileting.
1 2 3 K
Verification

08.08
Assist patient with getting dressed.
1 2 3 K
Verification

08.09
Assist patient with meals.
1 2 3 K
Verification

08.10
Provide bowel and bladder training.
1 2 3 K
Verification

08.11
Give perineal care.
1 2 3 K
Verification

1 2 3 K
Verification

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1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

09.0 PERFORM NURSING PROCEDURES.

09.01 Admit patient. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.02 Transfer patient. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.03 Discharge patient. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
09.04 Make unoccupied/occupied bed. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.05 Make surgical bed. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.06 Measure and record patient's pulse and respiration. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
09.07 Measure and record patient's blood pressure. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.08 Measure and record patient's temperature. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.09 Measure and record patient's height and weight. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
09.10 Assist patient in passive range-of-motion exercises. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.11 Apply anti-embolic hose. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.12 Collect, strain, and/or test routine urine specimen. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
09.13 Collect timed urine specimen. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.14 Monitor catheter drainage system. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.15 Collect clean-catch (midstream-voided) urine specimen. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
09.16 Monitor fluid intake and output (I&O). 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.17 Observe, record, and report patient's emesis. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.18 Prepare hot and cold applications and assist nurse with applying them. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

PATIENT CARE ASSISTANT

09.19 Assist patient with sitz bath. 1 2 3 K _____ Verification	09.20 Monitor and assist with care of catheters. 1 2 3 K _____ Verification	09.21 Assist patient with applying binders. 1 2 3 K _____ Verification
09.22 Care for patient in skin and skeletal traction. 1 2 3 K _____ Verification	09.23 Reinforce dressings. 1 2 3 K _____ Verification	09.24 Assist with ostomy care. 1 2 3 K _____ Verification
09.25 Collect stool specimen. 1 2 3 K _____ Verification	09.26 Perform postmortem care. 1 2 3 K _____ Verification	09.27 Maintain patient-belongings list. 1 2 3 K _____ Verification
09.28 Administer prepackaged enema of 5 ounces or less. 1 2 3 K _____ Verification	09.29 Care for patients with nasal, gastrostomy, and/or intravenous tubes. 1 2 3 K _____ Verification	09.30 Assist with preoperative and postoperative patient care. 1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

10.0 APPLY PRINCIPLES OF NUTRITION.

10.01 Identify nutrients and food groups. 1 2 3 K _____ Verification	10.02 Explain regional, cultural, and religious food preferences. 1 2 3 K _____ Verification	10.03 Describe special diets. 1 2 3 K _____ Verification
10.04 List factors that must be considered when purchasing food. 1 2 3 K _____ Verification	10.05 Prepare a basic food plan. 1 2 3 K _____ Verification	10.06 List factors that must be considered when storing food. 1 2 3 K _____ Verification

PATIENT CARE ASSISTANT

10.07 Check patient's diet tray for accuracy. 1 2 3 K _____ Verification	10.08 Identify methods of maintaining fluid balance. 1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

11.0 PROVIDE CARE FOR GERIATRIC PATIENTS.

11.01 Identify safety principles as related to the elderly. 1 2 3 K _____ Verification	11.02 Describe general characteristics, particular needs, and problems of the elderly. 1 2 3 K _____ Verification	11.03 Identify attitudes and living habits that promote positive mental and physical health for the elderly. 1 2 3 K _____ Verification
11.04 Distinguish between fact and fallacy about the aging process. 1 2 3 K _____ Verification	11.05 Identify community resources and services available to the elderly. 1 2 3 K _____ Verification	11.06 Apply Reality Orientation Techniques and Validation Therapy. 1 2 3 K _____ Verification
11.07 Provide and involve patients in diversional activities. 1 2 3 K _____ Verification	11.08 Identify common alterations in elderly patient behavior. 1 2 3 K _____ Verification	11.09 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions). 1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

12.0 APPLY THE PRINCIPLES OF INFECTION CONTROL.

12.01 Wash hands. 1 2 3 K _____ Verification	12.02 Provide care for patients with infectious diseases. 1 2 3 K _____ Verification	12.03 Identify the public education needed to combat the spread of sexually transmitted diseases. 1 2 3 K _____ Verification
12.04 Practice Universal Precautions according to the Centers for Disease Control guidelines. 1 2 3 K _____ Verification	12.05 Set up an isolation unit. 1 2 3 K _____ Verification	12.06 Follow isolation procedures with food tray, garments, and other materials. 1 2 3 K _____ Verification
12.07 Collect specimen from patient in isolation. 1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

13.0 PROVIDE BIOLOGICAL, PSYCHOLOGICAL, AND SOCIAL SUPPORT.

13.01 Identify basic human needs. 1 2 3 K _____ Verification	13.02 Discuss family roles and their significance to health. 1 2 3 K _____ Verification	13.03 List community resources for individual and family health. 1 2 3 K _____ Verification
13.04 Identify components of the grief process. 1 2 3 K _____ Verification	13.05 Respond to patient and family emotional needs. 1 2 3 K _____ Verification	1 2 3 K _____ Verification

PATIENT CARE ASSISTANT

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

14.0 PERFORM SUPERVISED MANAGEMENT FUNCTIONS, FOLLOWING THE PATIENT PLAN OF CARE.

14.01 Organize patient care assignments. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	14.02 Complete assignments accurately and in a timely manner. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

15.0 ASSIST WITH RESTORATIVE (REHABILITATIVE) ACTIVITIES.

15.01 List the purposes of restorative (rehabilitation) programs. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	15.02 Assist patient with specified restorative (rehabilitation) needs. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	15.03 Assist patients/residents with reaching the optimum level of independence. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

16.0 PERFORM HOME HEALTH-CARE SERVICES.

16.01
Follow an established work plan with the patient and family.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

16.02
Perform patient-related cleaning tasks and laundry.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

16.03
Identify methods for medication storage.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

16.04
Assist patient with taking self-administered prescribed medication in the home.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

17.0 DEMONSTRATE EMPLOYABILITY SKILLS.

17.01
Conduct a job search.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

17.02
Secure information about a job.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

17.03
Identify documents that may be required when applying for a job.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

17.04
Complete a job application.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

17.05
Demonstrate competence in job-interview techniques.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

17.06
Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other person.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

17.07
Identify acceptable work habits.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

17.08
Demonstrate knowledge of how to make job changes appropriately.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

17.09
Demonstrate acceptable employee health habits.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

18.0 DEMONSTRATE KNOWLEDGE OF THE IMMUNE-DEFICIENCY DISEASE AIDS.

18.01 Distinguish between fact and fallacy about the transmission and treatment of immune-deficiency diseases. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	18.02 Identify community resources and services available to those with the immune-deficiency disease AIDS. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	18.03 Identify risky behaviors that promote the transmission of AIDS and the public education needed to combat it. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
18.04 Follow the Centers for Disease Control (CDC) guidelines to prevent the transmission of AIDS. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	18.05 Identify the legal aspects of AIDS. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

PATIENT CARE ASSISTANT

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

VERIFICATION

Each instructor who rates this student on competencies in this MAP should fill in one of the boxes below.

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

NOTES

This section of the MAP is provided for the instructor, employer, or student to list additional qualifying statements or other pertinent information. All comments should be initialed for verification.

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